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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 33 titles deal with a variety of topics, including the following: (1) aphesis in English; (2) the linguistic representation of tone; (3) discourse structure and anaphora in written and conversational English; (4) a tagmemic analysis of conversation and the speech situation; (5) orality, literacy, and the computerization of language; (6) parallel structures in syntax; (7) the validity of definitions; (8) the metalinguistic abilities of intermediate-age students; (9) the development of subordinate structures in child language; (10) interrogative strategies--cognitive and age-related aspects of acquisition; (11) a sociolinguistic investigation of the structures of sixth grade science and arts lessons with particular attention to verification-of-learning activities; (12) systemic cohesion in published general academic English; and (13) the effects of linguistic and psychosocial factors on children's logical performance. (HOD)

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APHESIS IN ENGL:SH

Order No. DA8427595

ALEXANDER, JAMES DANA, PH.D. *University of Minnesota*, 1984. 172pp.

Aphesis is the phonetic deletion of the unstressed initial vowel of a word. It is a subset of *aphaerisis*, which is the deletion of the unstressed initial syllable of a word. The inclusive process is distinct from *foreclipping*, the conscious process of removing one or more syllables, which may be contentive and may be stressed, from a word's beginning. Aphesis is a counter-example to the theoretical linguists' position that the beginning of a word is stable and tends not to lose sounds. Historical evidence exists in English to show that aphesis has occurred and has become lexicalized. One class of words, including native (*away* > *way*) and foreign (*escald* > *scald*, *acute* > *cute*) shows loss of initial vowels no longer identifiable as prefixes. Another class of words, also including native words (*atwitan* > *twit*) and borrowings (*escape* > *scape*, *episcopus* > *bishop*, *opossum* > *possum*) shows aphesis of vowels that were infra-morphemic. In all cases the vowels apheticized are unstressed and devoid of semantic content or grammatical function. Lines of verse give evidence of initial vowels which were unpronounced. Tallies of lexical items in Shakespeare's and his contemporaries' language turn up many pairs of words, one member of which is the aphatic synonym of the other. Literary and non-literary texts attest to the continual occurrence of aphesis. Also one orthoepist (in 1701) notes loss of initial vowels in many words in his own time. Synchronic studies and dialect surveys in Britain and the United States record aphetic reductions, many identical to those which apparently occurred in Shakespeare's time. In most cases aphetic deletion synchronically is favored by fast or informal speech and a preceding vowel. The fact that aphesis is natural is shown by its occurrence in a number of words in other European languages. Children's speeck shows a tendency not to retain initial syllables and at the same time may mirror loss of vowels that children hear in adult speech. In English, aphesis seems to conspire with the Germanic tendency to shift main stress, producing a main-stressed first syllable. Word pairs like *esquire/squire*, *avantgard/vanguard* show these processes operating exclusively. Since aphesis interacts with another phonological process, it is motivated. Since it can be described by a phonological rule with variables, it is principled.

ON THE LINGUISTIC REPRESENTATION OF TONE

Order No. DA8501118

CAMMI, PAUL JACK, PH.D. *City University of New York*, 1984. 197pp. Adviser: Robert Vago

The purpose of this thesis is to investigate the linguistic representation of tone within the standard theory of generative phonology (Chomsky & Hall, 1968) and also within the autosegmental theory of tone (Goldsmith, 1976); and to propose a set of non-trivial revisions to the theory which it is argued, will result in a more descriptively adequate analysis of tonological data.

Specifically, it is argued that the universal claims of autosegmental theory's *Well-formedness Condition* (WFC) and *Convention on Tone Melodies* (CTM), both of which explicate the formal principles by which tones are associated with vowels, are not universally supported by the data; and that the language-particular claims of the *Major Association Procedures* (MAP), which explicate the formal principles by which tones are associated with vowels, do not operate consistently in the languages inspected. By formally imposing the constraint on the WFC that all tones are associated with *one and only one* syllable rather than maintain the earlier claim that all tones are associated with *at least one* syllable, the Revised theory, proposed in this thesis, succeeds in formally prohibiting the CTM from operating and also replaces the excessively "complicated" MAP with a *lexical specification process*. The lexical specification process is preferred since it is intrinsically predicted by the operation of the proposed *Condition on the Well-formedness of Lexical Representations*, which states that a lexical representation is well-formed if and only if its structural description satisfies the structural requirements necessary for the operation of the *Revised WFC*. Therefore, the lexical specification process, unlike the lexical association process, constitutes a redundancy procedure, which is not *ad hoc*, and which does not constitute a formal complication to the theory.

A preliminary formal investigation into a syllable-based model for tonological organization is also explicated in this thesis. It is proposed that such a model which logically employs both hierarchical- and co-constituent analyses of phono/tonological organization results in a more unified analysis of tonological data.

CROWN MIDDLE SCHOOL: SOCIOLINGUISTICS AND SOCIAL STRATIFICATION

BERGEN, ADELE DELL'ORTO, ED.D. *Columbia University Teachers College*, 1984. Sponsor: Professor Frank L. Smith

Under the aegis of the Department of Educational Administration at Teachers College, Columbia University, a group of researchers developed a middle school prototype to provide doctoral students with a variety of experiences in supervisory and administrative functions.

The purpose of this thesis was to develop, in conjunction with the project, a set of simulation activities showing the relationship between classroom discourse and social stratification in the prototypical school.

Data for the simulation were collected by a team of observers at a middle school. There were 301 ten-minute observations in Grade 6, 7, and 8 in Language Arts, Math, Social Studies, and Science classes. The team of observers recorded occurrences of substantive and nonsubstantive discourse and substantive logical and pedagogical moves which represented a modification of the coding system developed by Bellack in *Language in the Classroom*. A Language Arts lesson was videotaped and transcribed into a script to be used as a simulation activity to be coded by the student according to the same protocol used by the observers and according to the same protocol used by the observers and according to linguistic codes--elaborate and restricted--described by Bernstein in *Class, Codes and Control*.

The simulation consisted of a review of literature pertaining to the major concepts of sociolinguistics and activities developed from the data. Activities required students to analyze the data and to hypothesize about the variables that impact on discourse, concluding with a long range plan to improve the quality of discourse in the classroom. An evaluation of the simulation was completed by a panel of experts who attested to its viability as a teaching unit.

THE DEVELOPMENT OF SUBORDINATE STRUCTURES IN CHILD LANGUAGE

Order No. DA8421434

CARD, SANDRA DICKINSON, PH.D. *New York University*, 1984. 194pp. Chairperson: Professor Gordon Pradl

Complex sentences in the spontaneous speech of six preschoolers, three beginning to use subordination and three with well-established subordination, were investigated over a six-month period. The intent of the study was first to ascertain the order of acquisition of structure/function categories (after Jesperson, 1924) within the pragmatic context in which they occurred and second, to characterize the rules underlying the child's competence which were reflected in performance.

Results indicated the following shared order of development for subordinate structures: (1) Recursion among shallow S's--Coordination; (2) Recursion between shallow S and deeper S--non-embedded (tertiary) subordination; (3) Recursion under VP or S--embedded (primary) subordination; (4) Recursion under NP--embedded (secondary) subordination. This order is characterized by the restructuring of linguistic units at one level to form a more complex level. The rules underlying the child's competence which were reflected in performance were characterized, in part, by consistency in major constituents between groups and consistent patterns of function category development between groups.

Results also revealed details in the data unaccounted for by the analysis used in the study. These included: (1) differing levels of morphemic development between groups and asymmetrical development between subject and object in both groups, (2) links between coordination and subordination, and (3) a proclivity of children to repeat linguistic units of varying size, even if the units did not match the pragmatic context.

THE SPATIAL METAPHOR, ACTION LANGUAGE AND PSYCHOANALYTIC OBJECT RELATIONS THEORY: AN ALTERNATE VIEW

Order No. DA8429592

FLAHERTY, SHARON M., PH.D. *The University of Tennessee*, 1984. 200pp. Major Professor: Harold J. Fine

An integration of Kuhn's concept of scientific revolution, Wittgenstein's philosophy of language and Roy Schafer's action language is presented. It is suggested that, despite the changes introduced by object relations theorists to traditional psychoanalysis, the inconsistencies of the natural science model used by Freud are apparent throughout the psychoanalytic object relations literature. It is shown that none of the object relations theorists discussed even questioned Freud's basic paradigm, nor did they question his premise that psychoanalysis should be based upon the model provided by 19th century physics. The maintenance of the spatial metaphor and the reification of constructs from Freud through Guntrip and Fairbairn is demonstrated. It is found that, just as Klein, with her retention of the concepts of drives and the id, did not carry the implications of her concept of object relations to its logical conclusion, so, too, Fairbairn and Guntrip, with their retention of such concepts as ego, libido and internal objects, did not carry out the implications of their formulations

It is concluded that a scientific revolution, in Kuhn's sense of a paradigm shift, has not occurred within the psychoanalytic object relations literature, but that such a shift is possible through the application of Schafer's action language to psychoanalytic object relations theory. In this way, the paradigm conflict between phenomenology and psychoanalysis may be resolved.

Lastly, resistance in the field to eliminating the reified metaphors and anthropomorphism of the natural science model is addressed. It is postulated that those in the field maintain this pseudo-scientific way of viewing people's behavior and development for historical, intellectual, psychological and emotional reasons.

DISCOURSE STRUCTURE AND ANAPHORA IN WRITTEN AND CONVERSATIONAL ENGLISH

Order No. DA8428514

FOX, BARBARA A., PH.D. *University of California, Los Angeles*, 1984. 311pp. Chair: Professor Sandra A. Thompson

The problem of what motivates speakers and writers choose a given linguistic forms to refer to an item at a given point in a text has been of interest recently to researchers in linguistics, cognitive psychology, and artificial intelligence. While this research has provided many valuable insights into particular aspects of the problem, no work to date has tried to provide a view of anaphora that is at once comprehensive--encompassing a wide range of text-types and anaphoric environments--and sufficiently detailed to allow for specific predictions. The present study attempts to fill this gap by examining at a fine level of detail the patterning of anaphora in English in a variety of text-types.

The fundamental assertion of this thesis is that discourse anaphora cannot be understood unless we examine the hierarchical organization of the texts which are the sources of the anaphors. In this study I have therefore adopted three hierarchical models of discourse--one of each text-type explored--so that a hierarchical structure of each individual text can be correlated with the patterns of anaphora it displays. The models used are: rhetorical structure analysis (expository texts), story structure analysis (narrative texts), and conversational analysis (non-story conversational texts). These models are used as analytic tools for understanding the structure of the texts involved.

In addition, it is claimed here that structural factors are not the only principles that guide referential choice in discourse; other non-structural principles (such as disagreement and classification) also play a role in influencing anaphoric selection.

Finally, it is claimed here that anaphoric patterning varies quite widely across text-types, so that a statement of distribution that is based on one text-type cannot be accurate for the language as a whole, or for any other given text-type. This finding raises difficult issues concerning the nature of linguistic descriptions; in particular it calls into question the common aim in linguistics of describing how a particular linguistic item is used *in the language*, as opposed to in a particular text-type. It is suggested that such general claims about the uses of linguistic items may not be appropriate in the context of a multi-genre society.

CONVERSATION AND THE SPEECH SITUATION: A TAGMEMIC ANALYSIS

Order No. DA8426830

FRANK, DAVID BENJAMIN, PH.D. *The University of Texas at Arlington*, 1983. 343pp. Supervisor: Donald Burquest

Until recently, conversation, considered even now by some to be outside the scope of linguistics, has been neglected in linguistic research. Chapter One of this dissertation argues that the popular distinction between 'theories of language structure' and 'theories of language use' might be abandoned in order to allow a more integrated study of language and a clearer understanding of the nature of language in the context of human life.

To forward such an integrated study, a theoretical model on which to base the analysis of both conversation structure and other linguistic structures must be developed. The tagmemic model, developed by Kenneth Pike, Robert Longacre, and others, allows the same set of procedures to be used to analyze paragraphs, texts, and conversations as is used in analyzing words, phrases, and clauses. Chapter Two presents this model.

Consideration of the context of conversation is necessary for the adequate analysis of the conversation itself. Chapter Three illustrates the description of a speech situation using a revision of Pike's (1967) tagmemic methodology developed for the analysis of 'behavioremes'. The proposed revisions give attention to the three hierarchically structured main components of the speech situation: the physical world; the events; and, the cultural matrix. One particular behavioreme (speech situation) analyzed in Chapter Three is a wedding ceremony.

Chapter Four focuses on conversation as a particular complex of events in the behavioreme. Conversational exchanges such as question-answer and proposal-compliance are analyzed in terms of the tagmemic slot-filler and form-function distinctions. Several conversations are analyzed in this fashion. Although the focus in Chapter Four is on the exchange level, the relations among conversational exchanges and other levels of structure are pointed to.

Chapter Five summarizes the conclusions of the study. Appendices One and Two present much of the data analyzed in Chapters Three and Four respectively.

Two main goals of this dissertation have been (1) to demonstrate some of the structural patterns in conversation and the speech situation, and (2) to develop a model that facilitates an integrated analysis of conversation and other levels of linguistic and nonlinguistic structure.

PRESENTING *THE JOHNSON FAMILY WEEKLY BLUTE*: A LESSON IN LANGUAGE, CULTURE, AND COMMUNICATION

Order No. DA8428376

FUTRELL, ALLAN W., PH.D. *Bowling Green State University*, 1984. 516pp.

The *Johnson Family Weekly Blute* was a more or less weekly "newspaper" written by two professional thieves for sociolinguist and argot collector, David W. Maurer, from 1938-1940. The *Blute* consisted of items written by the criminals themselves, as well as articles, pictures, cartoons, and other items pilfered from legitimate publications and pasted into a dummy magazine. This esoteric journal's slogan was "We print all the grift that's fit to print," and its express purpose was to teach Maurer about the ways of the underworld in a sharply satirical vein. Each edition consisted of one copy, and Maurer was the only "subscriber."

The *Blute* corpus, which consists of over 1200 pages (there were at least fifty issues), is treated here as linguistic data capable of representing the "patterns of meaning" in the 1939-1940 grifting underworld in America. The purpose of the essay is to construct an interpretation of that underworld culture by exposing those patterns of meanings and to make clear to the reader the presuppositions that inform this interpretation. To do so, a Chinese box metaphor is used by which the *form* (the vocabulary of the *Blute*), the *context* (the semantic structure of the argot and slang used in the *Blute* established here by collapsing Berger and Luckmann's "sociology of knowledge" and the Sapir-Whorf Hypothesis into one model), and the

function (the interrelationship of the form and context with the subject matter, interpersonal relationships of the communicants, and argot and slang used in the *Blute* explored here by using Halliday's version of the linguistic theory of register) of the *Blute* are investigated and detailed so the *culture* (patterns of meaning) can be revealed. All these boxes reside within a *strategy*, which is this writer's means of "encompassing the situation."

Much of the essay consists of excerpts from the *Blute*, edited and annotated for the benefit of the uniformed reader. Copies of original issues are included in an appendix. A glossary is also included to facilitate use of this essay as a lexicographic tool. From all this one realizes that the underworld denizens of the 1939-1940 had their own way of interpretating the world, complete with their own set of ethics, morals, traditions, folkore, and beliefs. In many cases, they are only slightly different from those of the dominant culture.

THE VALIDITY OF DEFINITIONS

Order No. DA8423062

GONSALVES, RENISON JOSEPH, PH.D. *City University of New York*, 1984. 167pp. Adviser: Professor Jerrold J. Katz

In this dissertation I argue for the validity of definitions for semantic representation from the point of view of Jerrold J. Katz's semantic theory. I argue that definitions are valid regardless of whether one looks at language as a psychological object or an abstract object, or if one is interested in a psycholinguistic theory of language performance. I examine a number of recent criticisms of a definitional account of meaning and present various replies to them. I develop a semantic marker account of causative verbs in order to illustrate the explanatory adequacy of a definitional theory.

PARALLEL STRUCTURES IN SYNTAX

GOODALL, GRANT TODD, PH.D. *University of California, San Diego*, 1984. Co-Chairs: Professor Sandra Chung, Professor S.-Y. Kuroda

Standard definitions of phrase markers require that a dominance or precedence relation be specified for each pair of nodes. Here I propose a revised definition, in which this requirement does not hold. Pairs of nodes may thus exist in parallel in a single phrase marker, such that neither one dominates or precedes the other. As motivation for this shift, comprehensive analysis of three important grammatical phenomena (coordination, Romance causatives, and restructuring) are presented. It is argued that the revised definition of phrase markers allows for a simpler and more accurate account of these constructions than would otherwise be possible.

The structure underlying coordination is claimed to involve two or more well-formed phrase markers co-existing in a single phrase marker. Pairs of conjuncts thus do not bear a dominance or precedence relation. As a result of adopting such a structure, many traditional problems in the treatment of coordination, such as those involving *respectively*-sentences, coordination of likes, extraction, and Gapping, may receive an appealing account with only minimal further assumptions.

The structure associated with Romance causatives differs from that of coordination in that here there is only one terminal string (i.e. all terminal elements are ordered). The special property of this construction is that there is a complex verb, consisting of the verbs from the matrix and embedded clauses, which exists in parallel with the standard complementation structure. This complex verb is able to assign Case to its complements, the arguments of the embedded clause. The distribution of lexical NP's and clitics then falls out from the interaction of the complex verb and the embedded verb with respect to Case-assignment.

The analysis of Restructuring in Italian and Spanish is essentially the same as that of causatives, but here the complex verb is unable to assign Case to the embedded subject. This requires it to reassign θ-roles in such a way that the number of θ-positions is reduced by one. Several interesting properties of Restructuring dealing with, for example, auxiliary selection, passives, and the behavior of clitics then follow immediately.

SEMANTICAL STRUCTURES FOR INDETERMINISTIC THEORIES

Order No. DA8501243

HALPIN, JOHN F., PH.D. *University of Illinois at Chicago*, 1984. 189pp.

In chapter 1, I begin the task of giving a semantical theory (of tense and counterfactuals) which is appropriate for the general indeterministic context *and* which can profitably be applied to the special context of quantum mechanics. I treat the notion of indeterminism, and discuss tree structures. In the second chapter, I consider several theories of tense meant for the indeterministic context. All presuppose tree structures. I defend one of these (the 'Peircian theory') as the best rendering of simple English future tense.

In the third chapter, I begin discussing counterfactual conditionals. It is the burden of this chapter to show that one well known analysis of counterfactuals, Stalnaker's theory, is not appropriate for the context of quantum mechanics. I show that his analysis leads all too easily to a contradiction of experimental evidence. Stalnaker's analysis--like many theories of counterfactuals--is based on the relation of comparative similarity between worlds. Recently this basis has been questioned. In chapter 4, I step back a bit from the project of analyzing counterfactuals and consider the foundations for any such analysis. I first argue that the similarity approach (properly construed) is still a promising one. But I go on to argue that a similarity approach requires a non-ordinary notion of 'similarity'. So 'similarity' is in need of explication. This, I argue, is something that should be done on a piecemeal basis.

In the fifth chapter, I attempt to unify the results of earlier chapters by relating them to the quantum mechanical context. I begin by defending an analysis of counterfactuals which is given in terms of similarity between worlds. I try to show that this theory is a natural one for the quantum mechanical context. And I discuss how, for purposes of the analysis of counterfactuals, 'similarity' is to be understood in the quantum mechanical context. Also, I consider the logical form of quantum mechanical attribution of probability. These attributions, I argue, involve counterfactuals and tense in interesting ways. Utilizing the results of chapters 1 and 2, I argue for a somewhat novel rendering of these quantum mechanical attributions.

VELOPHARYNGEAL FUNCTION IN ORAL AND NASAL VOWELS: A CROSS-LANGUAGE STUDY

Order No. DA8425766

HENDERSON, JANETTE BARCLAY, PH.D. *The University of Connecticut*, 1984. 147pp.

The velopharyngeal region is involved in the basic functions of respiration and swallowing, as well as in speech. Although the basic physiology is understood, many questions about the details of speech function remain unanswered. In this investigation, I will be concerned with two types of questions: those related to velopharyngeal function for speech, and, by extension, those related to the historical and distributional features of the oral-nasal distinction in language. To achieve this end, velopharyngeal function for both oral and nasal vowels in Hindi, and for oral vowels in English, was investigated in various consonantal environments. The experimental design included two different physiological procedures. In the first, high-speed cine films of velar height were recorded simultaneously with electromyographic (EMG) potentials from the levator palatini and palatoglossus muscles, along with the acoustic signal. In the second, high-speed cine films of the velopharyngeal opening were recorded simultaneously with the acoustic signal, and EMG potentials from the levator palatini and superior pharyngeal constrictor muscles.

The velar height results show that a vowel height/velar height relationship exists for both oral and nasal vowels, that the consonant environment affects velar height during the vowel, and that the vowel height also affects velar position for the surrounding consonants. The data on velar port opening reveal that the port does not necessarily close completely, even in totally oral environments, and that there is a high correlation between velar port area and velar height. The EMG results indicate that the opening and closing gestures of the velar port are effected by a synergistic relationship among all three muscles investigated. These physiological data suggest that, although there are small individual variations between subjects, the general functions of the velopharyngeal mechanism for speech are the same across languages, and that they might account for some distributional features of the oral-nasal contrast for vowels.

INTERROGATIVE STRATEGIES: COGNITIVE AND AGE-RELATED ASPECTS OF ACQUISITION Order No. DA8503431

JOHNSON, KATHLEEN MARGARET, PH.D. *The University of Nebraska - Lincoln*, 1984. 116pp. Adviser: Terry B. Gutkin

The present study examined the efficacy of modeling techniques for enhancing the use of constraint-seeking interrogative strategies by children. The sample consisted of 114 children at two age levels (six and one half to seven and one-half, and ten and one-half to eleven and one-half years of age). The subjects were randomly assigned to one of three modeling conditions or the control group.

The modeling conditions differed in the amount and type of modeled information presented in the audiotape format. The desired response was to solve a twenty questions task with a constraint-seeking, categorical questioning approach using a pictorial array. The treatment levels were as follows: (1) a low information level that provided exemplary modeling only, (2) an intermediate information level that provided exemplary modeling and task specific cognitive explanations, (3) a high information level that provided exemplary modeling, task specific cognitive explanations as well as abstract, rule-based process explanations for the responses, and (4) a control level that provided a simple description of the array that contained no modeling of problem solving behavior.

Two dependent variables were examined, the percent of constraint-seeking questions asked and the mean number of questions asked by each subject. A MANOVA yielded a significant treatment main effect for the set of dependent variables. The main effect for age was significant for the constraint-seeking questions dependent variable only. The treatment by age interaction was not significant. These results are generally consistent with previous studies and consistent with expectations. Debriefing data suggested that the ability of subjects to verbalize the general rule or strategy used for solving the task was significantly different for the two age groups. No significant differences in strategy verbalization were found among the treatment groups. Lastly, a significant difference was found among the two age groups in terms of self-reported experience with a twenty question type of task. The implications of the findings regarding educational practices, school psychology, and future research are discussed.

THE EFFECTS OF RIGHT AND LEFT HEMISPHERE DAMAGE ON THE COMPREHENSION OF STRESS AND INTONATION IN ENGLISH

JOHNSON-WEINER, KAREN MARIE, PH.D. *McGill University (Canada)*, 1984.

Normal Language requires the integration of formal, conceptual, and pragmatic knowledge. It appears to involve the analytic processing of the left hemisphere and the holistic processing of the right. To study hemisphere involvement in language processing, patients with unilateral right or left hemisphere lesions and a matched neurologically normal control group were tested on their ability to perceive stress and intonation contrasts in words and phrases of varying length. The results suggest that both hemispheres are involved in normal language processing, each in a qualitatively different way. Whereas the left hemisphere appears to work from the bottom up, analyzing information sequentially and arriving at the overall pattern, the right hemisphere works from the top down, beginning with the overall pattern and working to fill in the details. Moreover, the importance of each hemisphere's participation may change in response to different grammatical and contexual variables.

THE DIGITIZED WORD: ORALITY, LITERACY, AND THE COMPUTERIZATION OF LANGUAGE Order No. DA8428385

KARPEN, JAMES L., PH.D. *Bowling Green State University*, 1984. 194pp.

Just as the printed word resulted in a revolution, so too will the digitized word, that is, a word as it is stored not on paper as printed characters, but in a computer as binary digits. This dissertation studied the digitized word in the context of the movement from the memorized word to the printed word to the digitized word, and the movement from orality to literacy to telecommunality. It focused on four areas: literary expression, information management, education, and thought processes.

In oral cultures, mnemonic constraints result in such poetic features as regular meter and rhyme. In the age of the printed word, poetry developed freer, more open forms, and fiction was born. In the computer age, "interactive fiction" and computer-generated poetry are among the rapidly developing new literary forms.

Oral cultures use such means as epics, formulaic oral expressions, ceremony, architecture, and art to aid in the management of information. In the era of print, books and other printed materials became the primary means of managing information. The digitized word will be free of many of the constraints surrounding the fixity of print, obviating such print-based concepts as "book," "periodical," and "card catalog."

Education was long dominated by the oral art of rhetoric, a memory-based information retrieval system. In the nineteenth century education became more print oriented, and rote memorization was no longer the central pedagogy. In the computer age information retrieval will be oriented toward computer technology, making computer skills more important than library skills. Further, the ease of information retrieval may allow education to transcend information and focus on meaning and wisdom.

Whereas thought processes in an oral culture are characteristically concrete, formulaic, aggregative, etc., in a literate culture there is more emphasis on abstraction, originality, and subordination. The "interiorization of awareness" will be furthered by the digitized word, and thought processes may reflect the branching structure common to computer programs and may be less fragmented and linear.

The second generation digitized word, in conjunction with speech synthesis and speech recognition, may completely obviate the use of alphabetic characters and the need for reading and writing.

RHETORICAL PATTERNS IN ENGLISH AND JAPANESE Order No. DA8424236

KOBAYASHI, HIROE, ED.D. *Columbia University Teachers College*, 1984. 275pp. Sponsor: Professor Clifford A. Hill

This study investigated differences in Japanese and American students' use of rhetorical patterns in their first language writing and also examined the degree to which Japanese students used these patterns in their English writing.

A total of 676 writing samples were obtained from 226 students representing four groups: American college students, Japanese advanced ESL students in America; and two groups of Japanese college students in Japan (one writing in English and the other in Japanese). Each student was asked to write three compositions--two based on picture-elicitation and one on a given topic--in either narrative or expository modes. The writing samples were subjected to two codings by native speakers of the two languages. The samples were first coded for four rhetorical patterns: (1) general-to-specific (GS), (2) specific-to-general (SG), (3) a middle general statement (MG) and (4) omission of a general statement (OM). Then, all the general statements were coded for three major categories of general statements (each comprising two subcategories): (1) stating the topic (reproducing and revising), (2) restating the text information (summarizing and extending) and (3) relating the text information to the writer's own experience (judging and showing results).

The study found that the four groups of students consistently differed from each other in their use of rhetorical patterns and kinds of general statements. Japanese students writing in Japanese tended to use an SG pattern and relate the text information to their own experience. American students tended to use a GS pattern and restate the text information. (The two groups showed their respective preferences for relating and restating primarily on the free-composition tasks.) The two Japanese groups writing in English differed from each other: the group in Japan was substantially close to the one writing in Japanese, whereas the group in America was relatively close to the American group. These findings confirm that (1) cultural preferences for certain rhetorical patterns clearly exist and (2) second language learners do use first language rhetorical patterns when writing in English.

THE EFFECTS OF LINGUISTIC AND PSYCHOSOCIAL FACTORS ON CHILDREN'S LOGICAL PERFORMANCE

Order No. DA8426429

KWOCK, MYUNGHI SYNN, PH.D. *The Ohio State University*, 1984. 100pp. Adviser: Professor Gerald A. Winer

A series of studies were conducted to examine the effects of linguistic and psychosocial context variables in assessing children's logical abilities on a sort of Piagetian classification task. Third and sixth gradera received ambiguous questions involving the term "or", answerable in terms of linguistic convention or logic of classes. The linguistic variable consisted of presenting the ambiguous questions with or without prior linguistic cues (i.e., nonsensical question). Three psychosocial context variables were examined, each within a separate study: (A) Personal vs. impersonal testing variable (i.e., group vs. individuals) in Study 1; (B) Authoritative vs. non-authoritative experimenter attitude variable in Study 2; and (C) Child vs. adult experimenter in Study 3. Impersonal testing, experimenter's non-authoritative attitudes and child experimenter conditions as well as presenting linguistic cue were predicted to overcome the influence of misleading linguistic structure and thus to suggest answers in terms of logic. The results showed the significant effect of linguistic cues on children's performance. There were more logically correct responses on the questions with linguistic cueing items than the questions without linguistic cueing items. The results also showed that testing conditions as well as the experimenter condition interacting with grade affected children's responses. The children tested in groups had more correct responses than those tested individually; more younger children had logically correct responses when tested by a peer experimenter while more older children had perfect responses with an adult experimenter. These results revealed the influences of linguistic and psychosocial factors in assessing children's logical abilities.

RULES, CRITERIA, AND TRUTH CONDITIONS: AN ESSAY IN THE PHILOSOPHY OF LANGUAGE Order No. DA8500011

LIEBENDORFER, RICHARD PETER, PH.D. *University of California, Santa Barbara*, 1984. 265pp.

Although there must be rules for language there is a philosophical problem about understanding them. That problem is that anything could be made out to accord with any expression of a rule. Kripke has wrongly concluded from this that one does not know which of an indefinite number of rules he is following and so what he means. This conclusion allows that there are rules independent of rule following behavior. I argue that such a rule is not one that speakers could either understand or follow. The problem is not that it can not be known what rule is being followed but that there seems to be nothing that *correctly* understanding a rule can come to. Whether it is followed one way rather than another seems quite arbitrary.

Current rationalist and empiricist views attempt to account for understanding by *explaining* the ability to utter and understand potentially infinitely many sentences. What understanding comes to is a function of what is needed to explain understanding. According to one what is needed is an innate mental structure, according to the other, knowledge of the truth conditions of sentences. I argue that each response fails to appreciate the reach of the original problem, and that explanation of the desired sort can not be had.

An initially more promising view is that there are *criteria* for the application of rules. However, I find that this can not be rendered coherent on any of the traditional accounts of criteria. Moreover, I find that on none of those accounts can the concept of a criterion have any role in an account of a speaker's understanding of his language. They lead either to an unacceptable reductionism; or to its being the case that the meaning of expressions inevitably escapes what they are understood to mean; or they provide us with something other than meaning (symptoms). Received views of criteria also fail to allow that they are for the truth of a claim as well as its sense. I argue that criteria must be for truth as well as sense. If they were not our understanding both of truth and of what it is to make an assertion would be undermined.

I suggest a view of criteria and their relation to rules which accommodates all these various strains and difficulties.

BRIDGING THE GAP BETWEEN LANGUAGE RESEARCH/THEORY AND PRACTICE: A CASE STUDY

Order No. DA8502665

PIERCE, VIRGINIA LAZENBY, ED.D. *Texas Woman's University*, 1984. 329pp.

This study defines Natural Language Learning as the emerging paradigm in literacy instruction and analyzes the process of moving toward a language arts curriculum consistent with Natural Language Learning. The classroom-centered study involve the investigator's assuming the role of a facilitator/disseminator in working in a collaborative effort with two second grade classroom teachers. Tools common to ethnography were used to record and to study the process over a seven month period, involving three periods--initial observation, professional development, and final observation. The model for professional development involved a heuristic curriculum in which the facilitator/disseminator provided the research and theoretical background and with the teachers analyzed the instructional practices and determined the curricular support necessary to make the changes in the instructional program. Data from multiple sources including observational data, instruments to elicit perceptions, and various documentation were analyzed and categories of change were identified to provide a framework for describing and assessing the change process. The categories included: assuming control of the curriculum; changing perceptions of literacy and teaching (the teacher); accommodating change; and changing perceptions of literacy and learning (the learner).

Three general findings were reported. First, a plan of professional development involving a facilitator/disseminator can effect changes in the language arts curriculum. Second, public school teachers can assume the role of curricular decision maker. Third, Natural Language does provide a theoretical base for curricular decisions.

GENERALIZED PHRASE STRUCTURE GRAMMARS, HEAD GRAMMARS, AND NATURAL LANGUAGE

Order No. DA8429549

POLLARD, CARL JESSE, PH.D. *Stanford University*, 1984. 255pp.

This thesis sets forth the elements of head grammar (HG), a linguistic framework which takes as one of its chief primitives the notion of a grammatical head. The purpose of the study is to shed light upon certain central questions of linguistic theory relating to computational complexity and grammatical organization.

HG's are a class of systems which slightly exceed the power of context-free grammars (CFG's) by manipulating strings containing a distinguished element called the *head*; in addition to concatenation, HG's permit *head-wrapping* operations which insert one string into another at a point adjacent to the latter's head. HG's share most of the formal and computational properties of CFG's; unlike CFG's, however, their expressive power suffices to provide a linguistically motivated account of discontinuous constituents.

Like GPSG and categorial grammar, HG posits only one level of grammatical structure; thus no recourse is made to the D-structures and Logical Form of Government-Binding Theory or the F-structures of LFG. Unlike GPSG, however, HG shares with LFG the lexical encoding of syntactic-semantic subcategorization information and the expression of paradigmatic regularities by lexical rules. The resulting system handles the kinds of dependencies that arise in natural language without high-powered mechanisms such transformations, metarules, or semantic filtering.

In HG, as in GPSG, linguistic information is encoded in grammatical categories and propagated by a small set of local constraints (Head Feature Principle, Binding Inheritance Principle, Control Agreement Principle, etc.) Unlike GPSG, however, HG features may take category sequences as values; in addition, disjunctive specifications are permitted. Consequently both subcategorization and multiple unbounded dependencies can be handled by sequence-valued features; at the same time, feature "instantiation" is eliminated in favor of unification with concomitant reduction in the number and complexity of rules.

The theoretical discussions are illustrated with accounts of key English grammatical phenomena, including the following: agreement; subcategorization for subject, objects, and controlled complements; constituent order; subject-auxiliary "inversion"; equi and raising; natural quantifier scope; transparent/opaque ambiguity; existential there; passivization; topicalization; the tough-construction; multiple "extractions"; parasitic gaps; possessives; and reflexivization. In addition, a detailed account is provided of the cross-serial construction in Dutch subordinate clauses.

GENERAL SEMANTICS IN THE CLASSROOM: THE RELATIONSHIP BETWEEN THE DEGREE OF INTENSIONALITY OF ELEMENTARY SCHOOL TEACHERS' LANGUAGE BEHAVIOR AND STUDENTS' ATTITUDES TOWARD TEACHERS AND SCHOOL

Order No. DA8421468

POSNER, JEANNE, PH.D. *New York University*, 1984. 242pp.
Chairperson: Professor Christine Nystrom

General semantics theorists argue that less intensional language use can result in the reduction of conflict and confusion, and in increased feelings of trust and "serenity." Language that is relatively low in intensionality tends to be conditional and/or descriptive; language that is relatively high in intensionality tends to be categorical, evaluative, and/or directive. This theory was applied to the classroom, resulting in the central hypothesis of the study which was that: as the degree of intensionality of teachers' language decreased, positive students' attitudes toward teachers and school would increase. The study was a correlation design.

An Intensionality Scale was designed and applied to audiotaped samples of the classroom language of teachers of grades 1-5. An Intensionality Score was computed for each teacher. Students' attitudes were measured on an attitude toward teacher sub-scale and total attitude toward school scale developed at the Purdue Educational Research Center. The final study population consisted of 17 teachers and 332 students at an elementary school located in Suffolk County, New York.

The major finding of the study was that as teachers' Intensionality Scores increased, positive students' attitudes toward teachers and school increased ($r = .14$ for the teacher sub-scale, $r = .17$ for the total scale, not reportable as significant). The direction of the relationship was contrary to that predicted and the hypothesis, therefore, was not confirmed.

Related findings were that (a) as the percentage of teachers' utterances (relative to students' utterances) increased, positive students' attitudes toward teachers and school increased (not significant at the $p < .05$ level); (b) as the percentage of directive language teachers used increased, positive students' attitudes toward teachers and school increased (significant at the $p < .01$ level for the total attitude toward school scale); (c) the relationships of teachers' intensionality and related language traits to students' attitudes toward teachers and school were more consistent in grades 1-3 than in grades 4-5.

The findings were discussed in terms of relevant theory, the design of the Intensionality Scale, and the implications of teachers' domination of classroom interaction. Suggestions for further research were provided.

DIMENSIONAL ASPECTS OF LANGUAGE DEVELOPMENT IN TERMS OF MLU PROGRESSION

Order No. DA8421586

RITTENBERG, ROBERTA E., PH.D. *De Paul University*, 1984. 152pp.
Chairman: Robert E. Brewer

Usage within and across four dimensions of the language system was studied in terms of four MLU levels of performance. The dimensions were overall vocabulary usage, word class usage, syntactic category usage, and adult appropriateness usage.

Nine subjects were employed. Speech samples of six of the subjects were recorded by this investigator. The speech of the three remaining subjects was obtained from speech samples recorded by others. All speech occurred in the natural setting, and was tape recorded. The equation for the best fit line was used to assign speech samples to four MLU levels: level one, 1.6 to 2.0; level two, 2.0 to 2.4; level three, 2.4 to 2.8; and level four, 2.8 to 3.3.

Overall vocabulary usage exhibited a positive trend. Nouns and verbs were the most frequently used word classes. Nouns tended to be the largest word classes at lower MLU levels. Verbs tended to be the largest word classes at higher levels. Nouns exhibited a decrease at progressive MLU levels; verbs exhibited an increase. Noun phrase usage exhibited a negative trend. No definite trend was exhibited for verb phrase usage. Sentence usage exhibited a positive trend. Noun phrase appropriateness exhibited no definite pattern. Highest verb phrase appropriateness was achieved equally at levels one and four. Sentence appropriateness tended to increase at increasing MLU levels.

Some similar patterns of usage were observed within and across the language dimensions. These patterns may indicate that language acquisition follows a hierarchical progression in which the child attends to corresponding elements of the different speech dimensions during the same chronological sequence of time.

SYSTEMIC COHESION IN PUBLISHED GENERAL ACADEMIC ENGLISH: ANALYSIS AND REGISTER DESCRIPTION

Order No. DA8424086

ROTTWEILER, GAIL PRICE, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 313pp. Chairperson: Janet Emig

The investigator uses Halliday and Hasan's (1976) paradigm of cohesion devices as the basis for synthesizing a paradigm which she applies to a sample of published general academic written texts as a beginning description of the systemic cohesion devices associated with that register. She also incorporates Gray's (1977) concept of the core assertion into the study in order to examine the extent to which systemic cohesion devices in the surface sentence interface with one interpretation of the basic meaning units of the sentence.

Twelve sample texts, all approximately 400 words in length, were excerpted from the *American Scholar* and *Daedalus* in beginning, middle and end sections. They were analyzed for the following: (1) type-token frequency counts of the systemic devices included in the paradigm; (2) measures of textual distance between cohesion device and referent for those cohesion devices identified in the sample corpus; (3) linear sequencing of cohesion devices within the 12 texts; and (4) the co-occurrences of systemic cohesion devices and core assertional elements in the sentences of the text blocks. The analysis relies heavily upon visual representation of the structure of cohesion in the sample texts.

The major findings were as follows: (1) systemic cohesion devices were found to connect almost all sentences in the sample text blocks; (2) lexical cohesion devices were found to occur with greater frequency in the sample texts than either grammatical cohesion devices or conjunctive cohesion devices; (3) textual distance between cohesion device and referent were found to vary significantly among the three major types of cohesion devices: grammatical, lexical, and conjunctive; (4) systemic cohesion devices and core assertions were found to vary systematically; and (5) certain differences were found to exist among the beginning, middle, and end sections of the texts both with respect to the patterning of cohesion devices and the patterning of assertions.

The system of systemic cohesion in these published academic texts is seen as a multi-faceted reticulated network, co-occurring with other hierarchical systems in a way that is analogous to Hofstadter's concept of *Strange Loops*. The implications of the study for text-linguistics and expository writing pedagogy are explored. Relevance to reading is suggested.

THE EFFECT OF AN ADULT EDUCATION PROGRAM FOR PARENTS ON THE LANGUAGE SKILLS OF THEIR SEVENTH-GRADE CHILDREN

Order No. DA8503851

RUSSELL, WILLIAM F., ED.D. *Northern Illinois University*, 1984. 166pp.

This study focused on the question of whether a parent-training program, one designed in accordance with the principles of adult learning, would be effective in improving the language-skill achievement of older children--specifically, seventh-graders. Parents of seventh-graders in four suburban-Chicago school districts were invited to attend an eight-week training program that would teach them how to improve their children's language skills. The 102 volunteers were randomly admitted to the program ($N = 48$) or denied admittance ($N = 54$). Program sessions were held in each community, one evening per week, in a non-school setting.

The scores achieved by the seventh-grade children of the parents in both groups on a pretest of vocabulary and spelling were compared with their scores on an identical posttest fourteen weeks later (six weeks after the conclusion of the parent-training program). An

analysis of covariance revealed that the posttest differences in the groups' vocabulary scores were largely due to the differences that existed at the time of the pretest. However, the posttest spelling advantage of the Experimental Group (their parents attended the program) was independent of any pretest difference and was significant ($p < .05$). Additionally, the parents who attended the program reported (on questionnaires spanning fourteen weeks) that their behaviors concerning their attempts at home teaching and their attempts to improve their own language skills had changed dramatically (frequency increases were significant at $p < .001$).

The success of this adult education program for parents in improving the spelling achievement of children and in changing the behaviors of parents suggests that similar programs--founded on the principles of adult learning--can be effective in improving other school-taught skills and can help bring home and schools into a cooperative educational partnership. The implementation of district-wide parent programs at every grade level and in every subject area is suggested, as is the creation of an Office of Parent Programs at both the district and the state level.

AN INVESTIGATION OF DISCOURSE FEATURES OF MOTHER-CHILD VERBAL INTERACTION WITH NORMAL AND LANGUAGE IMPAIRED CHILDREN IN THE CONTEXT OF STORY READING

Order No. DA8423298

SCHIEFFEL, DEBORA LYNN, PH.D. *Northwestern University*, 1984. 217pp.

This study compared mothers and normal children with mothers and language impaired children on discourse characteristics observed in verbal interaction. Ten normal child-mother dyads and nineteen language impaired child-mother dyads participated in the study. All children were between 4;0 and 5;1 years of age. Mothers were asked to read a pre-chosen book with their child. Sessions were audio-taped and timed, and verbal interaction was analyzed according to discourse structure, and the function and content of utterances.

No statistically significant differences were found between groups based on univariate and multivariate analyzes. However, several conclusions seemed justified. These included: (1) The quantity of interaction between dyads in contrasting groups was comparable, (2) The interaction of mothers and language impaired children was repetitious and less varied than that of mothers and normal children, (3) Language impaired children and their mothers were less verbally responsive to each other than normal children and their mothers, (4) Mothers of language impaired children used language to maintain the child's attention more frequently than mothers of normal children, but were less successful in doing so than mothers of normals, (5) Mothers of language impaired children seemed preoccupied with getting the child to respond verbally, instead of directing his attention to the story cotent, (6) Personal evaluative or repetitive labelling utterances characterized the interaction of language impaired child-mother dyads, while descriptive or explanatory utterances were more frequent in the interaction of normal child-mother dyads, and (7) Mothers of normal children established accurate cause-effect relationships, while mothers of language impaired children often failed to elaborate their explanations, or associated causes with inaccurate effects. Results of the study were applied to implications for future research, assessment, and remediation.

DISCOURSE SKILLS IN FORMAL OPERATIONS

Order No. DA8423299

SCHNEIDER, PHYLLIS, PH.D. *Northwestern University*, 1984. 194pp.

This study investigated the relationship between performance on a formal operations task and the use of language to explain the task to a "naive" listener, to explore how likely it is that a person who is able to perform at a formal operational level is also able to utilize the "discourse skills" which contribute to adequate explanations.

The possibility of a discrepancy between operational level and discourse skills has important implications for individuals with problems in oral expression who may be expected to demonstrate just such a discrepancy. To pursue this possibility, performance of learning disabled (LD) adolescents with oral expressive language problems (no comprehension problems) was compared to that of nondisabled (NLD) adolescents on a formal operations task. After going through the task with experimenter, subjects were asked to explain the task to another person who was unable to see the subject's actions or task apparatus.

The NLD and LD groups did not differ in proportion of each group scoring as formal operational. Differences were all in terms of utilization of discourse skills -- introduction of referents, use of connectives, and referential persopective conveyed by referent descriptions. Predictions had been based on developmental research suggesting that these discourse skills which develop relatively late in childhood are utilized less efectively by children faced with more complex tasks. Group comparisons revealed that the "formal operational" nondisabled subjects used discourse skills in ways consistent with their late development to a significantly greater degree than did nonformal NLDs, formal LDs and nonformal LDs. Such "advanced" use of discourse variables was correlated at a significant level with operational status for the nondisabled group, while no such correlation was found for the LD group. I suggest that nonformal operational nondisabled adolescents in the present study, faced with a complex task which was beyond their abilities, relied on "exophoric strategies" to lessen overall task complexity, resulting in less effective communication. LD adolescents did the same regardless of operational status; their language difficulties would tend to make any task with a verbal component a difficult one, resulting in a performance/verbal discrepancy.

SYNTAX AND SEMANTICS OF RESUMPTIVE PRONOUNS

Order No. DA8500135

SELLS, PETER, PH.D. *University of Massachusetts*, 1984. 508pp.
Director: Professor Edwin S. Williams

This work is intended as an attempt to bring the phenomenon of resumptive pronouns under the scrutiny of analytical techniques current in generative grammar, particularly the syntactic theories of Government and Binding and Generalised Phrase Structure Grammar. It is claimed that the notion 'resumptive pronoun' finds a definition within generative grammar that is both interesting typologically and theoretically. It is argued that not all apparent instances of resumptive pronouns are truly so, and that languages may differ typologically in whether their grammars countenance 'true' resumptive pronouns or not.

Data from Swedish, Hebrew, Irish and Welsh is considered in some detail and it is claimed that there is no universal uniformity in the grammatical devices a language may employ in its system of resumptive pronouns. The consequences of the proposed account of the data from the four mentioned languages for Government-Binding theory and Generalised Phrase Structure Grammar are discussed and integrated into the particular (sub-) theories that relate to them.

Semantically, it is claimed that resumptive pronouns show the characteristics expected of pronouns rather than gaps (empty categories); data from Hebrew are presented to show that there are systematic differences in interpretation for constructions depending on whether the construction contains an empty category or a resumptive pronoun. These semantic issues are presented within the framework of Discourse Representation Theory as developed by Hans Kamp.

Finally, data from English are presented to elaborate on the semantic nature of resumptive pronouns; it is claimed that English lacks resumptive pronouns and has instead what are dubbed 'intrusive' pronouns. The properties of the interpretation of intrusive pronouns are shown to follow from general and independent principles, providing support for the analysis in terms of Discourse Representation Structures.

THE LANGUAGE OF ENGINEERING PROFESSORS: A DISCOURSE AND REGISTRAL ANALYSIS OF A SPEECH EVENT

SHAW, PETER AMBLER, PH.D. *University of Southern California*, 1983. Chair: Professor Elaine Andersen

This is a sociolinguistic study of a speech event in an educational setting; the focus is the speech of Engineering professors in lower division undergraduate classes. The purposes are two: (1) to provide a detailed explication of the data at three levels: speech event analysis, discourse analysis and linguistic analysis; (2) to derive from the description implications for two practical activities: the teaching of English for Science and Technology (EST) to international students in English speaking universities, and the training of international graduate students in Engineering as Teaching Assistants.

Three kinds of data were collected. Firstly, 32 hours of speech from 12 different classes were audiotaped and transcribed. Secondly, in a longitudinal ethnography, one Engineering course was studied through an entire semester by the investigator as participant observor. Thirdly, in a cross-sectional ethnography, classes representing every department in the School of Engineering were observed over a minimum of three consecutive lessons. This blend of qualitative and quantitative modes of investigation is discussed in some detail and related to the problems and needs which motivated the study and to the relevant literature.

The findings are discussed in three stages. Chapter 4 contains a detailed discussion of the interaction between verbal and non-verbal aspects of the lecture. In general, the nature of classroom talk is found to be determined by a range of factors including topic, interactive norms, goals of participants and the prominent visual channel represented by the blackboard work. In Chapter 5, the usefulness of Montgomery's (1977) levels of analysis (the units, from smallest to largest, are Member, Sequence, Transaction and Lecture) is confirmed. Further, two types of Transaction are postulated: Problem-based Trasactions are simpler than Concept-based Transactions, both in terms of the variety of Sequence types and the complexityof their internal arrangement. Various linguistic markers of the discourse structure are then isolated and exemplified. Thirdly, in Chapter 6, the linguistic details of the professor's speech are examined. Its nature as informal, unplanned discourse is explored through various features and the systematic variation in items such as personal pronouns, tense and aspect, modal verbs, and certain lexical items is examined. Finally, Chapter 7 calls for changes in current ESP practices involving EST classes and the training of TAs for Engineering courses.

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A SOCIOLINGUISTIC INVESTIGATION OF THE STRUCTURE OF SIXTH-GRADE SCIENCE AND ARTS LESSONS WITH PARTICULAR ATTENTION TO VERIFICATION-OF-LEARNING ACTIVITIES

Order No. DA8503172

SIMICH-DUDGEON, CARMEN TERESA, PH.D. *Georgetown University*, 1984. 364pp.

This is a descriptive case study of the sociolinguistic structure of science and arts lessons in a multicultural sixth-grade classroom where English was the language of instruction. The theoretical and methodological orientation is that of "a socially constituted linguistics" (Hymes, 1974); the data base was obtained from structured observations and selective audio and video tapes made over an eight-month period. The research questions focused on (1) a holistic description of the organization of the school day into instructional units ("lessons"); (2) a contrastive analysis of the communicative means through which lessons were accomplished; and (3) a detailed discourse analysis of conversational exchanges between teacher and students by which the teacher sought to evaluate--verify--students' learning.

It was found that all lessons observed were segmented into four sequential activities: Getting Ready, Giving Instruction, Verifying Learning, and Cleaning Up, each one characterized by specific rules for the use of speech. Variation in the organization of talk during science and arts activities was related to pedagogical differences advocated by the school and the teacher for academic and non-academic courses. For example, the science curriculum advocated learning through discovery and verbal interaction, whereas arts encouraged students to "create" projects by themselves.

The management of communication was accomplished by the teacher through the use of structured and predictable turn-allocation procedures. An analysis of student selection procedures during Verification of Learning activities suggested that these procedures were determined by the teacher's perception of students' abilities and the need for bringing teacher-initiated interactive tasks to a successful conclusion.

A discourse analysis of conversational exchanges between the teacher and students showed that these were characterized by extended types of verbal interaction during which thematic continuity was maintained through the use of concurrent or alternating cohesive devices at the levels of prosody, syntax, and the lexicon.

Differences in the communicative strategies used by English-speaking and non-native, English-speaking students seemed to be related to differences in students' cultural beliefs and values about schooling and the roles of teacher and students.

A STUDY ON LEXICO-SEMANTIC TRANSFER

Order No. DA8424272

TAKAHASHI, TOMOKO, ED.D. *Columbia University Teachers College*, 1984. 325pp. Sponsor: Professor Franklin Horowitz

The major purpose of the present study is to focus renewed attention on language transfer, and to probe further into this aspect of second language (L2) development. The most basic assumption underlying the study is that the L2 learner tends to translate his intended message formed in his native language (NL) into the target language (TL). It is observed in this study that the learner's use of translation (or "surface translation") tends to result in transfer errors.

Based on the observation that translation induces both syntactic and semantic transfer errors, a preliminary study was conducted in order to examine the relationship among the learner's level of TL proficiency, the cause of error (transfer) and the type of error (syntactic versus semantic). The data were obtained from an error-judgement task assigned to Japanese Low- and High-Advanced students (N = 15 each) studying in the United States. The results indicated that semantic errors are more persistent than syntactic errors.

Motivated by the results of the preliminary study, the main study was conducted in order to investigate further the problems relating to the domain of L2 lexico-semantics. The factors studied were (1) level of proficiency and (2) interlingual patterns of lexico-semantic correspondence. The linguistic categories under consideration were verbs and adjectives. The problem addressed was to determine relative degrees of difficulty encountered by L2 learners in dealing with four interlingual patterns: (1) CONGRUENCE, (2) CONVERGENCE, (3) DIVERGENCE and (4) SEMANTIC GAP. It was hypothesized that the four patterns would show increasing difficulty in the order just presented.

The data were obtained through a short-answer test presented to 300 Japanese students studying English in Japan. The results indicated a rank ordering of relative difficulty partly supportive of the above hypothesis. Detailed and qualitative analyses of each item then indicated that L2 semantic development and language transfer are constrained by many other factors. Thus, the present study may be regarded as an attempt to suggest new directions in the detailed investigation of L2 lexico-semantic development in terms of language transfer and other conditioning factors.

DISCRIMINATING LINGUISTIC FACTORS IN DEVELOPMENTAL DYSLEXIA

THEBERGE, RAYMOND GERALD, PH.D. *McGill University (Canada)*, 1984.

The purpose of the study was to investigate the role of linguistic competence in developmental dyslexia. This was done to determine whether there existed subgroups of dyslexics classified according to linguistic criteria.

Two groups, a control group of normal readers and an experimental group of dyslexic readers, were compared using a series of reading tasks that measured certain components of linguistic competence.

A quantitative analysis between groups revealed differences at the level of linguistic competence. A qualitative analysis of the dyslexic group revealed the existence of three subgroups: a morphological subgroup, a Cloze grammatical subgroup, and a Cloze lexical subgroup.

The study indicates a need for further research in the diagnosis of language deficits in beginning readers to prevent reading problems.

SYNTACTIC REANALYSIS IN EARLY ENGLISH

THORNBURG, LINDA LOUISE, PH.D. *University of Southern California*, 1984. Chairman: Professor John Hawkins

From 900 to 1500 the English language accomplished the major morphological and syntactic changes that have come to distinguish it grammatically from its parent language, Germanic, and its extant sister languages, German, Icelandic and Faroese, the latter remaining case-marking languages while English has become a fixed word-order language having only remnants of case forms.

This dissertation undertakes an investigation of the sequences and mechanisms of change whereby oblique (dative) noun phrases were reanalyzed as Subject and Direct Object noun phrases. Under specific analysis are: (1) the discrepant histories of nominal and pronominal inflectional levelling, (2) the reanalysis of non-direct objects into direct objects and the productivity of the passive operation, (3) the discontinuous history of the reanalysis of impersonal-to-personal constructions, and (4) the relation of 1-3 to each other.

The claim is made and supported that these diachronic changes can be understood more clearly in terms of (1) a non-discrete view of grammatical relations, (2) a theory of transitivity as a global property of a clause composed of an interrelated array of syntactic, semantic and pragmatic parameters, and (3) certain universal properties of discourse structure.

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ON BOUNDEDNESS IN GOVERNMENT-BINDING THEORY

Order No. DA8427821

TRUSCOTT, JOHN DAVID, PH.D. *University of California, Irvine*, 1984. 306pp. Chair: Professor Kenneth Wexler

This dissertation proposes some changes in the Government-Binding Theory presented in Noam Chomsky's *Lectures on Government and Binding*. The changes are primarily related to the means by which the boundedness of syntactic movement is derived in the theory. It is argued, first, that the principle of subjacency, referred to by Chomsky as "the theory of bounding," should be replaced by extensions of existing government and binding principles. A detailed proposal for such a replacement is then presented. It is then shown that this proposal can be used to explain a number of other phenomena, not directly related to boundedness.

Chapter 1 serves as a general introduction. It summarizes the dissertation and offers some additional introductory comments.

Chapters 2 and 3 motivate the replacement of subjacency. The former is concerned with learnability, arguing that the parameter which is associated with subjacency is not learnable. This argument is extended to include other parameters of GB Theory, as well. Chapter 3 offers extensive arguments against the use of subjacency in GB Theory. Arguments are presented from both a linguistic perspective and a learnability perspective.

Chapters 4 and 5 are the heart of the dissertation. The former offers a theory of binding, differing greatly from standard theories. The central idea is that an anaphor must be bound from the closest position from which it *could* be bound. This requirement applies to lexical anaphors, PRO, and traces (including trace of wh-movement). In Chapter 5 it is argued that this binding theory, in conjunction with Chomsky's Empty Category Principle, makes subjacency unnecessary. Exceptional Government (EG) is also introduced in this chapter as a means of deriving the cases in which movement is relatively unbounded, i.e., cases in which extraction is possible.

In Chapter 6 EG is used to explain several additional phenomena. These include the distribution of null complementizers in tensed complement clauses, the distribution of infinitives, and raising and Exceptional Case Marking. The fact that these phenomena can be explained by the same principle used in Chapter 5 to explain extraction is taken as further evidence favoring that theory of extraction.

THE STRUGGLE BETWEEN ORAL AND SCRIPT CULTURES AND ITS EFFECT ON NARRATIVE DEVELOPMENT

Order No. DA8502328

VANDE BERG, MICHAEL JAMES, PH.D. *University of Illinois at Urbana-Champaign*, 1984. 168pp. Adviser: Bernard Benstock

Communications historians have in the last several decades begun to trace the outline of a great cultural shift which began with the invention of the phonetic alphabet and accelerated with the invention of print, and which saw man proceed from conceiving of the world primarily in oral terms to conceiving of it in terms of sight.

This emerging historical framework can help to account for the appearance and development of several eighteenth- and nineteenth-century narrative techniques: the rise and fall of intrusive narrators, mock readers, rhetorical typography, and epistolary fiction are manifestations of the last stages of oral culture; while the appearance of free indirect style and of multiple narrators within individual works marks the victory of script culture.

French and English writers both respond in their works to this struggle between oral and script culture, but French and English narrative development differ because French culture was more receptive, and adapted more easily, to the conviction that the written word was essentially a visual rather than an oral medium of communication.

A CLINICAL STUDY OF THE RELATIONSHIP BETWEEN PIAGETIAN COGNITIVE LEVEL AND THE ORAL LANGUAGE DEVELOPMENT OF KINDERGARTEN CHILDREN IN SOCIODRAMATIC PLAY SITUATIONS Order No. DA8427971

VAUGHAN, ELIZABETH J., PH.D. *University of South Florida*, 1984. 104pp. Major Professor: Leon Greabell

The purpose of this study was to examine the relationship between Piagetian cognitive level and the oral language production of kindergarten children in sociodramatic play situations. A clinical study was conducted by the researcher in order to obtain spontaneous language samples from the natural classroom environment. Three kindergarten classrooms representing urban, rural, and suburban

populations were selected for the study. A total of 53 subjects were included.

Language samples were obtained by audiotaping 15 minute sociodramatic play sessions for a 3 week period. Transcripts of the sessions were analyzed for each child to determine (1) syntactic maturity: number of C-units, mean length C-unit, number of mazes, mean length of maze, and maze function frequency; (2) language function frequency; and (3) vocabulary diversity. To determine Piagetian cognitive functioning, each subject was assessed using the Concept Assessment Kit - Conservation. Subjects were classified as preoperational, transitional, or concrete operational on the basis of their conservation scores.

Correlations were determined between conservation scores and the measures of syntactic maturity, vocabulary diversity, and language function. None of the correlations, ranging from −.16 to .21, were significant. Correlations were determined between cognitive level ranks and the language measure ranks. The following correlations were significant: number of C-units (.29), mean length C-unit (.29), filled pause maze (.28), Instrumental Language (.31), and Heuristic Language (.36).

Mean scores and frequency tables of the various language measures were used to examine cognitive level, socioeconomic status, school, and sex. Concrete operational, middle/high socioeconomic status, suburban and female subjects tended to exhibit greater syntactic maturity and vocabulary diversity scores. Middle/high socioeconomic status and suburban subjects used more Imaginative and less Interactional Language than low socioeconomic status and urban and rural subjects.

AN ASSESSMENT OF THE METALINGUISTIC ABILITIES OF INTERMEDIATE-AGE STUDENTS **Order No. DA8500170**

WINKOFF, LINDA ZALESKI, PH.D. *University of Pittsburgh*, 1984. 213pp.

In this study, the *Inventory of Metalinguistic Ability* (IMA) was developed so that an in-depth assessment of the metalinguistic abilities of intermediate-age students could be conducted. In addition, using the IMA, the metalinguistic abilities of good, average, and poor readers in the fourth grade were measured and compared. Data were collected from 54 students, 18 per each type of reader.

In the IMA, seven dimensions of metalinguistic ability are assessed. The inventory is administered orally and on an individual basis. Inter-rater measures of reliability revealed that the IMA has high inter-rater reliability. Internal consistency measures of reliability indicated that not all of the items within each section of the IMA function in a homogeneous manner.

Significant differences with each section of the IMA and for the total inventory were found using one-way analyses of variance ($p < .05$). The results of Scheffé post hoc comparisons revealed that good readers scored significantly higher than poor readers on all seven sections of the IMA; good readers scored significantly higher than average readers on six of the sections; and average readers scored significantly higher than poor readers on four of the sections. A descriptive analysis of student responses revealed that differences in performance were a result of both the correctness of answers and the quality of justification responses.

These findings indicate that the IMA is an instrument that can distinguish good readers from average and poor readers, and to some extent, average readers from poor readers in terms of metalinguistic ability. The results also suggest that metalinguistic ability, as assessed by the IMA, varies directly with reading ability.

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